



**Indiana Department of Education
ELEMENTARY BALANCED CURRICULUM VERIFICATION CHECKLIST AND
ELEMENTARY CURRICULUM POLICY-ASSURANCE FORM (DOE-HP)**

Accreditation School Year

Indiana Curriculum as required by 511 IAC 6.1-2 through 511 IAC 6.1-5-2.5

Legal Standard 22 – ELEMENTARY GRADES CURRICULAR OFFERINGS

Date Due- January 31 (Accreditation Year Only)

Submittal Form: ELEMENTARY GRADES CURRICULUM POLICY-ASSURANCE FORM

Documentation Procedure- Each school must complete and maintain the completed **Elementary Grades Curriculum Verification Checklist** on file at the school until the next accreditation cycle. In addition, each school principal must complete and submit to the Indiana Department of Education (IDOE), Office of Program Development the **ELEMENTARY GRADES CURRICULUM POLICY-ASSURANCE FORM** that specifically assures the State Board of Education that the school's curriculum provides instructional programs and opportunities in accordance with State Board of Education rule 511 IAC 511 IAC 6.1-5-2.5.

Verification Procedure- Upon receipt of the assurance statement, the Office of Program Development verifies that a school has assured the State Board that it meets the elementary curriculum requirements and provides specific notation of any school's noncompliance to the Division of School Accreditation.

Contact Information: **Office of Program Development**
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798
Phone: 800-527-4930
Website: www.doe.state.in.us/opd

Assurance Form must be submitted with the principal's original signature by January 31 of the accreditation year.
Please contact us with questions at (317) 232-9170 or (800) 894-4044.

Mail the completed Assurance Form to:
Attention Curriculum Verification, Office of Program Development-
Room 229, State House, Indianapolis, IN 46204-2798.

*The IDOE reserves the right to review your Elementary Grades Balanced Curriculum Verification Checklist" if needed.



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School Name and Number:	Review Date:
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Directions: Based on your evaluation, rate the effectiveness of your curriculum for each subject area on the chart below, using the defined rating scale.

+ strong component ✓ satisfactory - needs improvement NA not applicable

Sec. 2.5.																									
(a) In each grade 1 through 6, the elementary school curriculum:																									
(1) includes a balance of learning experiences in the subject areas listed in subsections (b) through (l);																									
(2) is appropriate to the developmental characteristics of young learners;																									
(3) is consistent with the academic standards developed under IC 20-31-3 and the general principles in section 0.5 of this rule;																									
(4) develops student competency in gathering, using, and evaluating information in a technology-rich environment; and																									
(5) may be provided through interdisciplinary learning experiences.																									
(b) Language Arts In addition to opportunities to use language to think and communicate effectively, the elementary school language arts curriculum provides:		Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																									
Mark appropriate column for each category.		+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) an integrated study of: (A) literature; (B) reading and writing processes; (C) oral communication; and (D) language, including grammar, usage, mechanics, spelling, and handwriting as tools of effective communication.																									
(2) experiences that enable students to become proficient: (A) readers; (B) writers; (C) listeners; (D) speakers; and (E) thinkers.																									



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(c) Mathematics In addition to opportunities to use mathematical knowledge and methods to solve problems and reason logically, intermediate grades mathematics shall provide active learning experiences through which students:					Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																												
Mark appropriate column for each category.					+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) develop and use basic mathematics concepts;																												
(2) are encouraged to discover mathematical relationships; and																												
(3) apply their acquired understandings to more complex situations and the solution of real problems.																												
(d) Social Studies In addition to opportunities to understand the unique cultural experiences and political institutions of the U.S., intermediate grades social studies and citizenship shall provide:					Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																												
Mark appropriate column for each category.					+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) opportunities for students to actively acquire and use the thinking skills, knowledge, and attitudes necessary for participatory citizenship; and																												
(2) experiences through a balanced study of:																												
(A) geography																												
(B) economics;																												
(C) world cultures;																												
(D) government and law; and																												
(E) citizen responsibilities in a democratic society.																												



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(e) Science In addition to opportunities to understand and apply scientific knowledge and methods, intermediate grades science shall:	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																								
Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) provide hands-on learning opportunities in which students use science skills, processes, and attitudes to develop an understanding of: (A) the structure of the universe; (B) the physical principles on which the universe operates; (C) the living environment; (D) the human organism; and (E) the designed world; and																								
(2) require students to go beyond the verbalization of principles and schematic representation of structures to their applications to related personal or societal issues and problems.																								
(f) Fine Arts shall include, but not be limited to, learning opportunities in music and visual arts that will enable students to understand, appreciate, and produce artworks.																								
(g) Visual Arts shall help students begin to:	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																								
Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) acquire knowledge and develop concepts;																								
(2) learn evaluative techniques in order to make informed judgments;																								
(3) explore personal expression through problem-solving activities;																								
(4) develop perceptual, analytical, and technical skills in art history, criticism, aesthetics, and production; and																								
(5) compare multicultural forms of visual arts expression.																								



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(h) Music shall:	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																								
Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) provide experiences in listening, performing, creating, and movement;																								
(2) include the study of the structural elements of music; Theater, and dance; and																								
(3) begin to develop perceptual, analytical, and technical skills and concepts that allow the student to make informed judgments and critically analyze, understand, and appreciate music.																								
(i) Students in the upper elementary grades should have the option to receive instrumental music instruction.																								
(j) Health Students in the upper elementary grades health and wellness education shall provide the coordinated and sequential development of knowledge, concepts, skills, and behaviors related to the student's present and future health and well-being in the following areas:	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																								
Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) Growth and development.																								
(2) Mental and emotional health.																								
(3) Community and environmental health																								
(4) Nutrition.																								
(5) Family life education.																								
(6) Consumer health.																								
(7) Personal health.																								
(8) Alcohol and other drugs.																								
(9) Intentional and unintentional injury.																								
(10) Health promotion and disease prevention.																								
Provided, however, that nothing in this subsection is to be interpreted as a requirement for instruction concerning the expression of human sexuality																								



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(k) Physical Education shall provide experiences through which students develop:	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																								
Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) fundamental stability and manipulative skills;																								
(2) locomotor and nonlocomotor skills;																								
(3) rhythm and dance movement skills; and																								
(4) knowledge and skills in: (A) aerobic endurance; (B) body composition; (C) flexibility; and (D) muscular strength and endurance.																								
(l) Enrichment should be enriched through learning experiences such as, but not limited to, the following	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6			
Time: minutes/week																								
Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(1) Career awareness experiences through which students begin to: (A) acquire a positive attitude toward work; (B) develop the skills needed to make career and educational plans and decisions; (C) understand the relationship between personal qualities and work; (D) explore the work of family, school, and community workers; (E) learn how to use leisure time; (F) learn how to work together; (G) develop responsible social skills as citizens of a school, community, state, and country; and (H) learn the satisfaction and value of good workmanship.																								



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Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(2) Community service activities that give students structured opportunities to: (A) apply curriculum-based knowledge in experiential settings through fulfillment of an unmet community need; and (B) reflect on and understand the impact and importance of their efforts as well as the educational benefit to themselves																								
(3) Drama and dance/creative movement activities and exploratory experiences that contribute to the development of the students': (A) artistic thinking and feeling; (B) ability to understand themselves and the world around them; and (C) develop physical and verbal communication skills.																								
(4) Foreign language education that provides students with the ability to: (A) communicate in languages other than their own; and (B) develop understanding of cultures where other languages are spoken.																								
(5) International education that: (A) provides for the study of specific societies, languages, and world issues; (B) cuts across traditional disciplines; and (C) includes themes and concepts from: (i) the natural sciences; (ii) the social sciences (iii) technology; (iv) the fine arts; and (v) the humanities.																								



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Mark appropriate column for each category.	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA	+	✓	-	NA
(6) Practical experiences through which students: (A) begin to recognize technological systems and processes; (B) learn to use technology to solve problems related to home, school, community, and workplace; and (C) develop skills useful in performing individual and family responsibilities.																								